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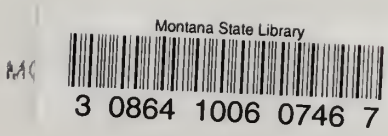


# MONTANA MIGRANT EDUCATION PROGRAM

## 1989 EVALUATION REPORT

ESEA Chapter 1 Migrant Education

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Cover Photo: Courtesy of the National Migrant Referral Project, Austin, Texas. For more information, contact (512) 447-0770.

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## FOREWORD

The agricultural and fishing industries of the western United States attract thousands of migrant workers every year. These workers travel throughout the Western Stream and elsewhere as family units in search of work and are usually accompanied by their children. These children are entitled to free public education; however, they benefit little from this due to frequent moves, the need to contribute to the family income, and language differences.

Historically, statistical studies show that the migrant population is the most economically and educationally disadvantaged group in the nation. Migrant children are repeatedly categorized by low academic achievement, poor attendance, and high dropout rates.

State and local education agencies carry the legal responsibility for free public education and must implement special measures to ensure that meaningful and effective educational programs are in place throughout the migrant stream.

The state of Montana has participated in the Migrant Education Program for the past twenty-years in an effort to provide educational and support services to migrant children. During the 1989 summer session over six hundred migrant children were served in Montana. Over eighty percent of those children traveled to us from the state of Texas, where they reside for a major part of the year. Continuity is the hallmark of the Montana program with every effort being made to interface with the curricula and assessment requirements of Texas' local education agencies.

Data from each of Montana's local migrant projects, the Migrant Student Record Transfer System (MSRTS), and the State Plan were compiled and consolidated into a single document to meet federal evaluation requirements. It is our hope that this document provides a concise, yet accurate,reflection of the Migrant Education Program in Montana.

Nancy Keenan
Superintendent of Public Instruction
State of Montana

## ACKNOWLEDGEMENTS

The data in this report were compiled with the cooperation of the following individuals: Doris von Kleek, Billings; Rich Alberta, Fromberg; John Trangmoe, Glendive; Keith Fletcher, Hardin; Glen White, Hysham; Brent Potts, Sidney; the National Migrant Referral Project, Austin, Texas (cover); Pat Wade, State ESEA Chapter 1 Migrant Administrative Assistant; Bill Hallinan, OPI Software Specialist; Gail Hansen, Supervisor of the Word Processing Center at OPI.

## GRAPHS AND TABLES

1989 Participation Data: Frequency by year of birth and grade
1989 Participation Data: Frequency by migrant status and coordination with other programs
1989 Participation Data: Frequency by gender and ethnicity

1987: 1988: 1989 Recruitment Data: Number of children identified/homebase

1989 Test Gains

Reading and Math Scores for Billings
Reading and Math Scores for Fromberg
Reading and Math Scores for Glendive
Reading and Math Scores for Hardin
Reading and Math Scores for Hysham
Reading and Math Scores for Sidney

Secondary Student Data- PASS
Inservice Training
Supportive Services/Instructional Services
Migrant Staff/Migrant Enrollment

## STATE OF MONTANA: PROGRAM DESCRIPTION

The Montana Migrant Education Program is under the general jurisdiction of the ESEA Chapter 1 Director in the Montana Office of Public Instruction, Helena, Montana. The operation and daily administration of the programs are contracted to each local participating education agency throughout the state.

Local programs usually are conducted at six sites along a 400-mile stretch of the Lower Yellowstone and Bighorn rivers: Fromberg, Billings, Hardin, Hysham, Glendive, and Sidney (see map below). Cherries are the important seasonal crop in the Flathead Lake Region where a seventh migrant site, the East Slope Learning Center, is located in Polson. A severe freeze during the winter of 1989 curtailed program operation in the western region. The future of the program in that area is uncertain for 1990 as well.

Although Texas is the home state for a majority percent of the sugar beet workers in Montana, others are from California, Oregon, Arizona, Washington, New Mexico, Kansas, South Dakota, Colorado, Wisconsin, Florida, Pennsylvania, Oklahoma and Minnesota. Most of the children identified and recruited are of Hispanic ancestry with a small number of Kickapoo Indians from Oklahoma also in attendance.

An intensive, carefully planned instructional program and an array of supportive services make up the Montana Summer Migrant Program. The hallmark of the program's design is coordination with sending and/or homebase states. Every effort is made to provide Montana's migrant teachers with current training in curricular and instruction techniques used in homebase states.

Early childhood programs focus on language stimulation and development with appropriate pre-reading and mathematic activities. The ALERTA pre-school approach, a multicultural, whole language based technique, is utilized at all sites. The K-8 program focuses on reading comprehension, problem solving and TEAMS remediation for those Texas-based children who have not mastered various objectives assessed by the test. A special emphasis is also placed on writing skills and computer literacy. Children are encouraged in the creative and physical arts and given every opportunity to explore a multitude of careers.

Junior high students are served either in a regular day program, or through out-reach instruction which is geared to their specific academic needs. Some children are able to make-up work they did not complete in the homebase setting, while others receive assistance in subjects which they have failed. Every effort is made to communicate with homebase counselors, particularly for these junior high age students who are at-risk of retention.

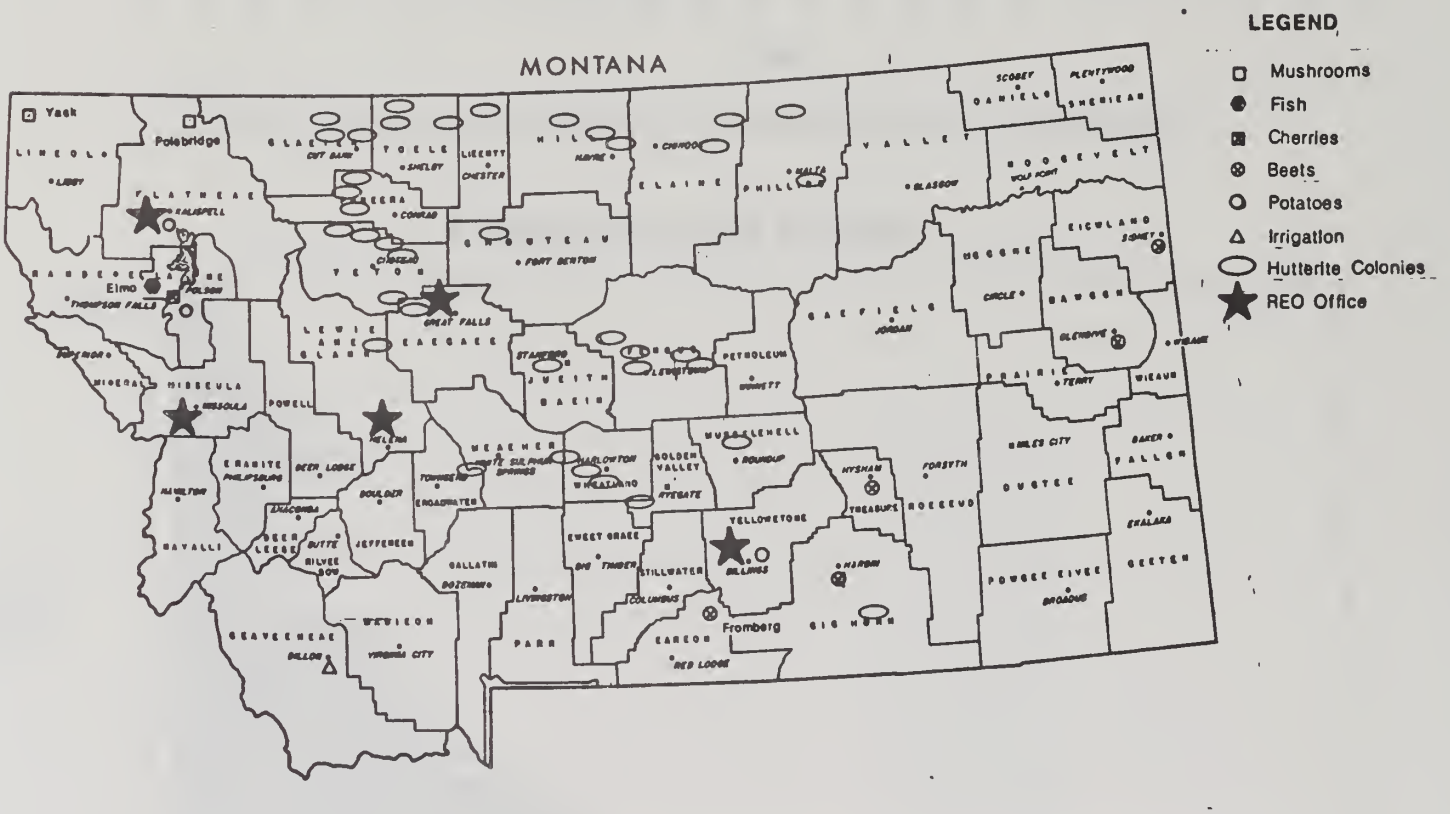
High school migrant students are served by the PASS outreach program, the University of Texas Skills Building program, or a custom designed course of study devised by the outreach teachers and homebase counselor. Students at-risk of not graduating are given special counseling and attention, in some cases referrals are made to HEP programs or GED instruction is provided.

## PROGRAM DESCRIPTION (CONT.)

An essential segment of the Migrant Education Program is to provide support services to those students who are in need. All students receive transportation, nutrition and health services if they attend the day program. A trained nurse is available at each site to provide screenings for health and dental services. A cooperative agreement with the Montana Department of Health enables nurses to refer children in need to physicians and dentists for care when necessary.

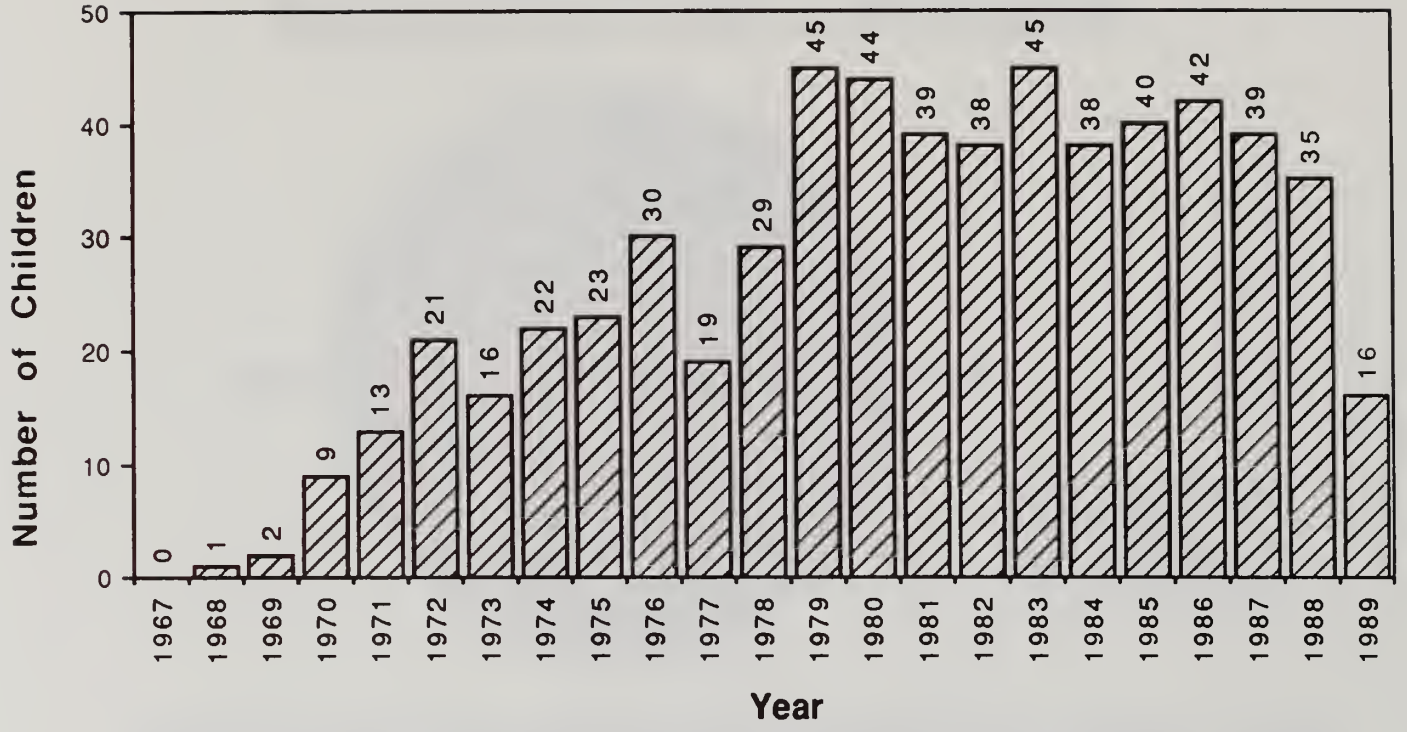
Funding for such an intensive effort is allocated to the state based on the number of children (on a full-time equivalent basis) enrolled on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintained for migrant children. Over 85 percent of the total allocation was budgeted for local program operation.

## MONTANA PROGRAM SITES 1989



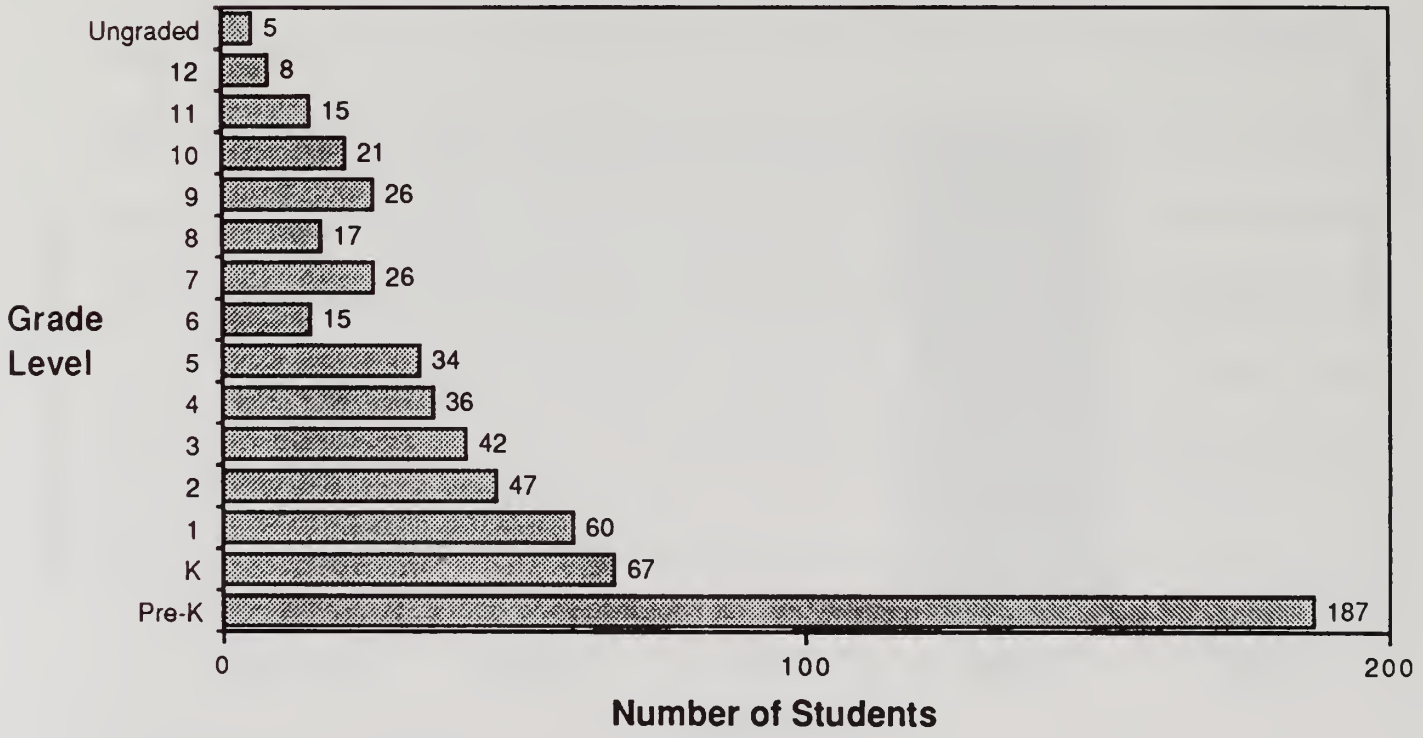
# 1989 Migrant Participation

## Frequency by Year of Birth




The largest number of children served were 10 years old or younger.

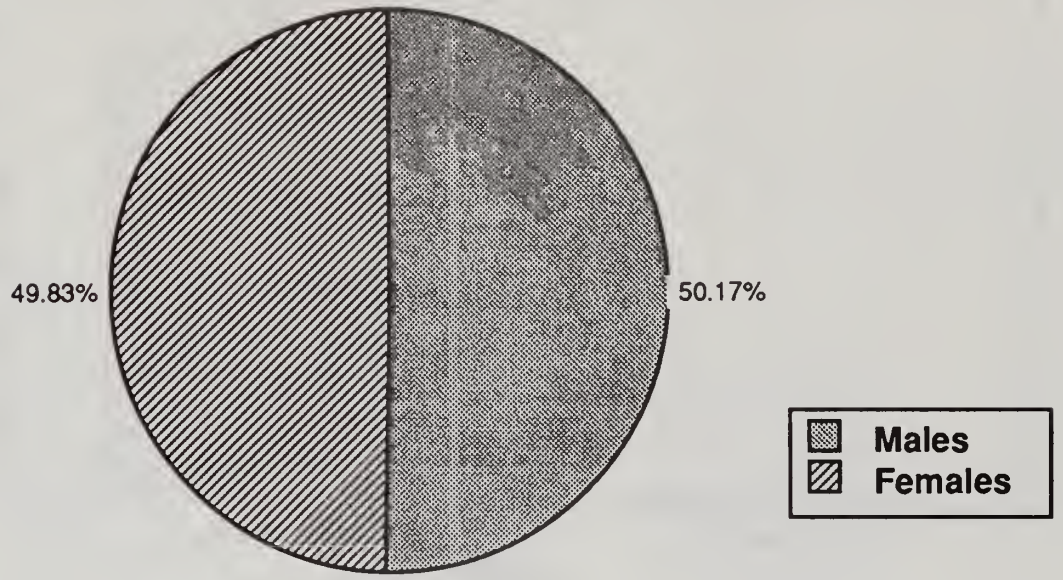
## Frequency by Grade




Preschoolers make up the largest sector of students served by grade level.

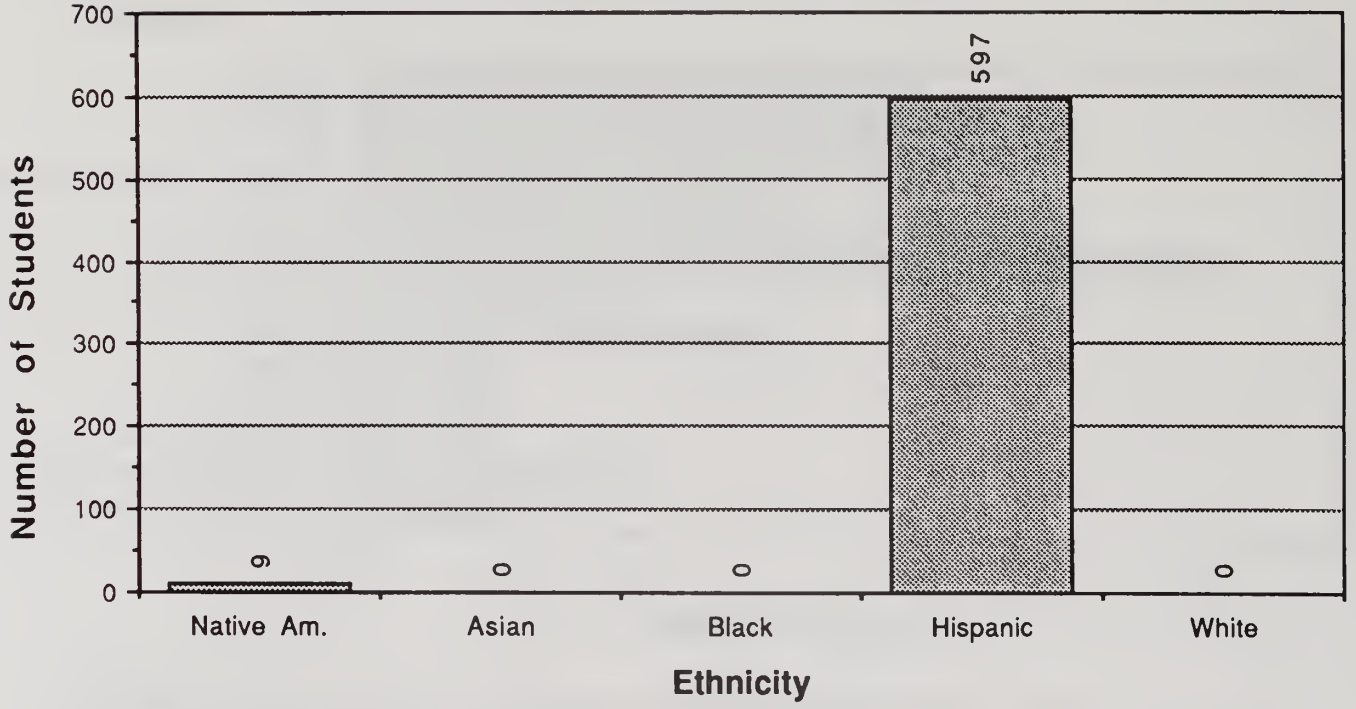
# 1989 Migrant Participation

## Frequency by Gender of Participants




Gender of the 606 students participating in the Migrant Summer Education Program was about evenly divided with 304 males and 302 females participating.

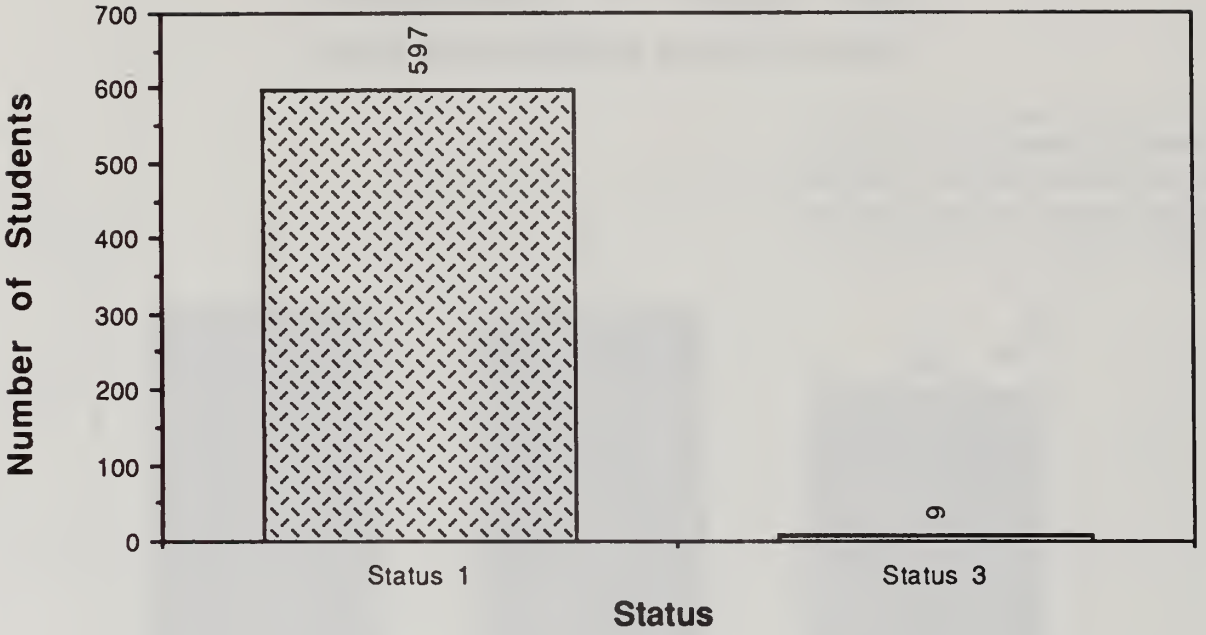
## Frequency by Ethnicity of Participants




Hispanics comprise the largest number of project participants.

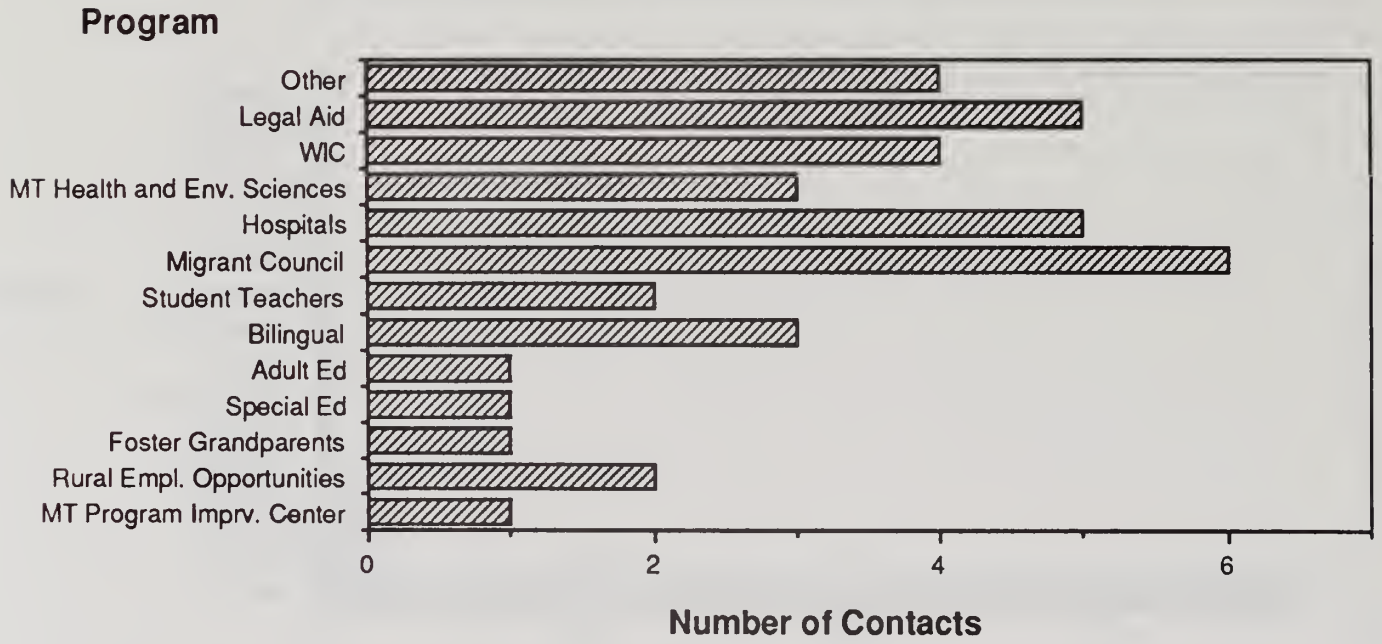
# 1989 Migrant Participation

## Frequency by Migrant Status




The largest number of students participating in the Montana migrant education program are involved in interstate agricultural activities.

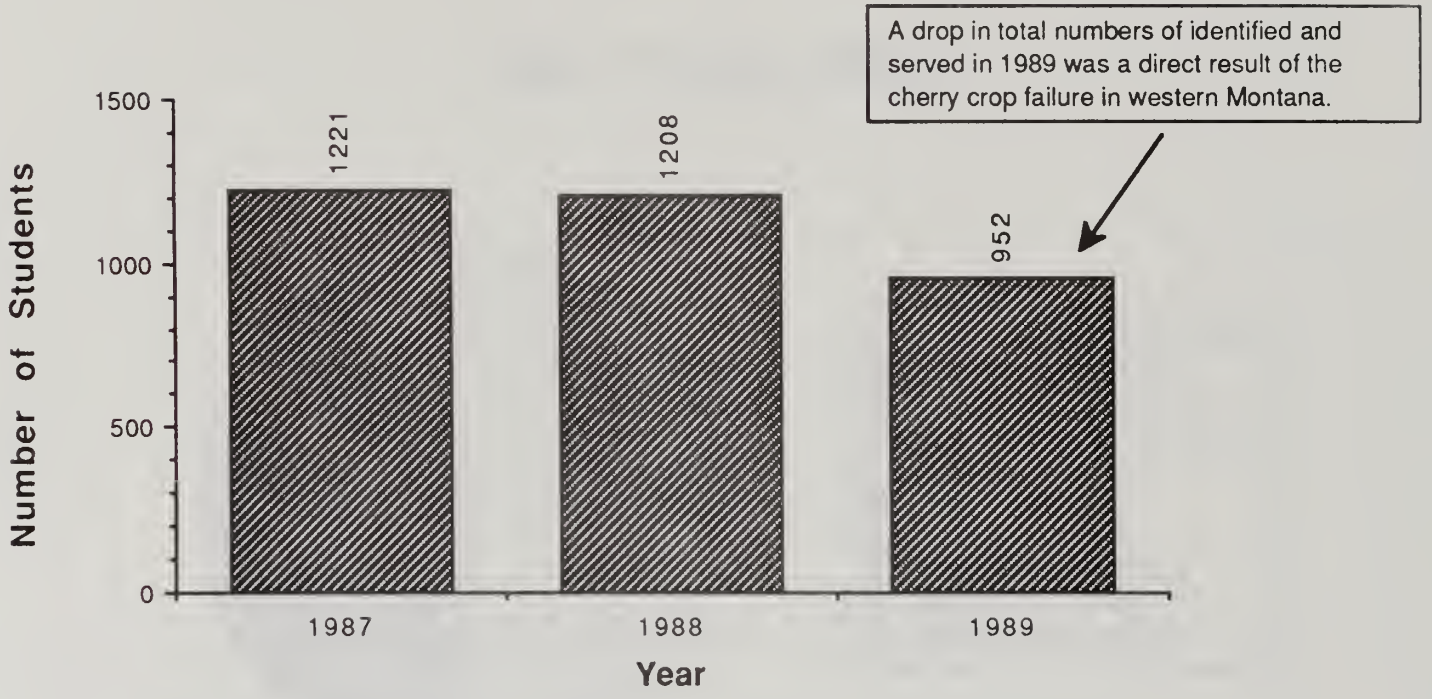
## Coordination With Other Programs



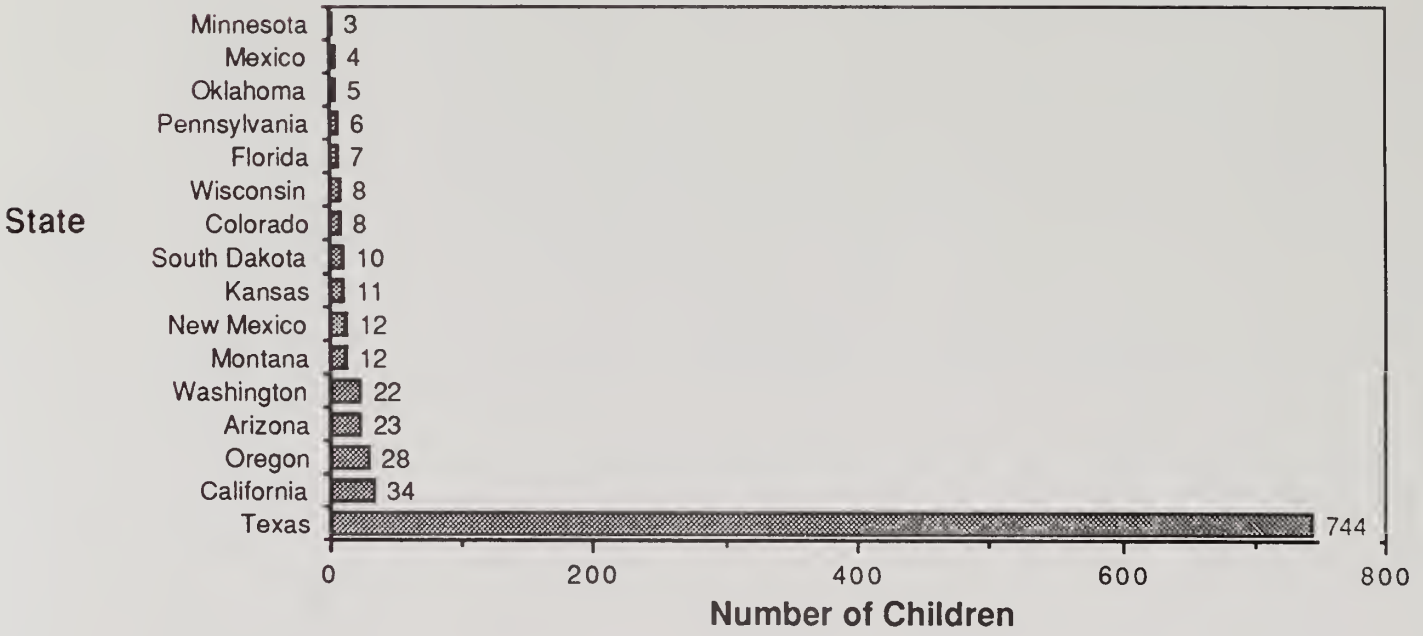

Migrant programs cooperate with more than ten agencies that provided services to migratory workers and their families.

# 1989 Identified Student Information

## Comparison of Three Years' Total Identified and Served



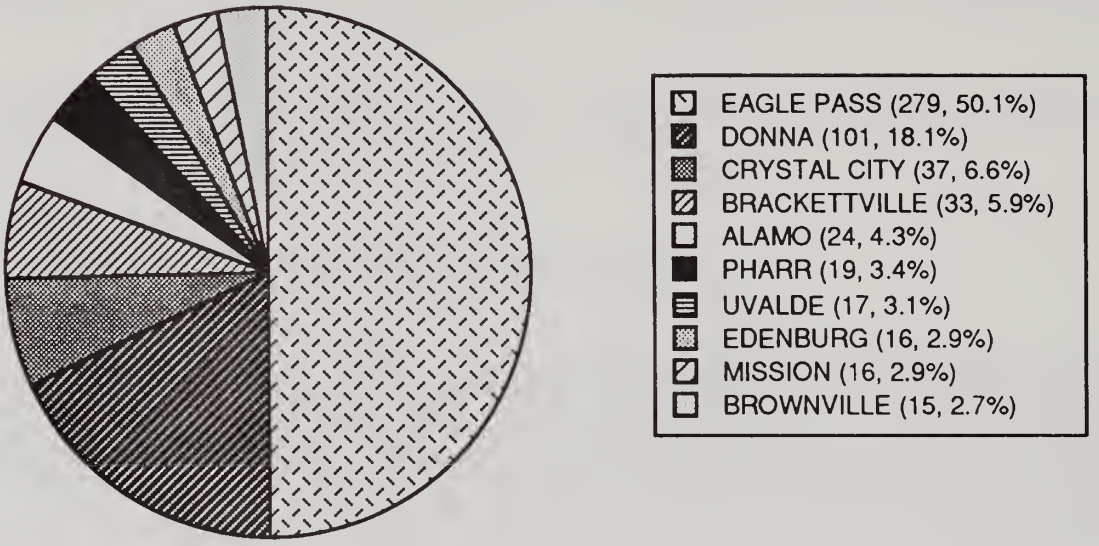

## Home Base of Identified Students




Texas Students comprise 79.4% of the total number of identified students.

# 1989 Identified Student Information

## Top 10 Texas Cities



## READING INSTRUCTIONAL PROGRAM

The reading instructional component used in the Montana Migrant Education Program is Reading Basics Plus, a developmental reading program designed to help students master the skills they need to become proficient readers. At primary levels, vocabulary pages precede each collection of stories to expand reading vocabulary and introduce the functions of glossaries and dictionaries. As students advance in reading ability, activity pages give them an opportunity for independent review and application of previously taught skills. At the kindergarten level, Preparate/Listo provides a Spanish bilingual reading readiness program, another valuable aspect of the program. The series is closely aligned with the "Essential Elements" focused on in Texas Programs and tested by the TEAMS.

Reading comprehension is measured by the Formal Reading Inventory, which is administered at the beginning and end of the program.

## MATH INSTRUCTIONAL PROGRAM

Teachers and students continue to support the Edits Individualized Math Program (IMP) used in the Montana Migrant Education Program. As in the past, a growing number of students continue to select Edits Math as their favorite school subject, largely because of its individualized presentation. The organization, procedure, and format are well suited to the Montana Migrant Education Program. The breakdown of skills (stated objectives in clear and concise language) is not only helpful to the children, it also clarifies the objectives for the teacher who might not be acquainted with the objectives of that particular grade. The math facts and concepts taught in the program interface with math objectives of the TEAMS test for students migrating from Texas.

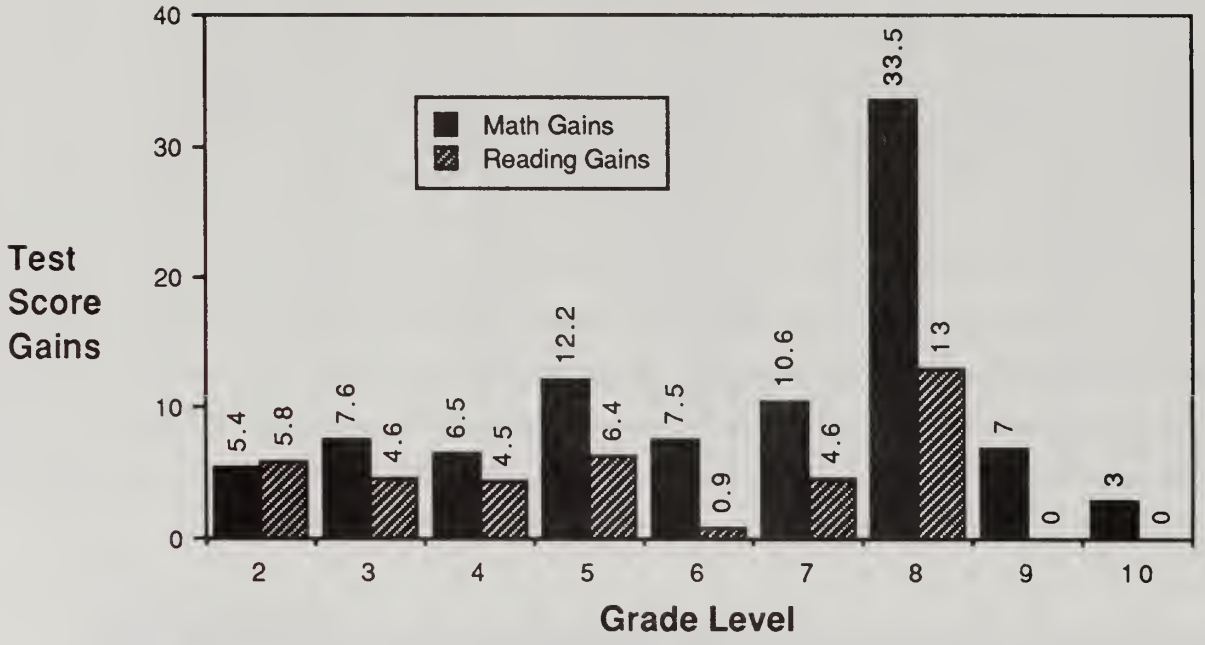
Test data reported for the Math Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data are reported for summer only (five to six weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration.

Aggregated gains are recorded on the following graph. Gains were reported in reading and math in all grades but the ninth and tenth grades which maintained the same TEAMS remediation.

Each site also documented TEAMS remediation as it occurred during the course of the summer program. The number of objectives attempted and achieved were carefully documented by instructional staff and are included within.

# 1989 Migrant Participation

## Test Gains in Math and Reading Instructional Programs




Gains were reported in reading and math in all grades but the ninth and tenth grades, which maintained the same score on the post test.

Name of LEA Billings
School Year 1989

Migrant Education Achievement Information

## CURRENTLY MIGRATORY

Place an asterisk in the grade column for grades where functional level testing was conducted

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST Formal Reading Inventory

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test NCE | Mean Score Post-Test NCE | Gain or Loss |
|---|---|---|---|---|
| 2 | 2 | 12 | 11 | -1 |
| 3 | 4 | 50.7 | 44.9 | -5.8 |
| 4 | 4 | 41.2 | 43.3 | -2.1 |
| 5 | 3 | 43.6 | 31.3 | -12.3 |
| 6 | 1 | 1 | 1 | 0 |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST IMP Math

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 4 | 39.2 | 47.5 | + 8.3 |
| 3 | 8 | 39.8 | 47 | + 7.2 |
| 4 | 5 | 43.8 | 50 | + 6.2 |
| 5 | 5 | 44.6 | 49.8 | + 5.2 |
| 6 | 2 | 60 | 65.5 | + 5.5 |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 4 | 36 | 18 | 25 | 4 | 21 | 7 |
| 3 | 8 | 41 | 35 | 35 | 21 | 40 | 27 |
| 4 | 5 | 32 | 24 | 23 | 21 | 33 | 33 |
| 5 | 5 | 19 | 15 | 15 | 13 | 37 | 37 |
| 6 | 2 | 3 | 3 | 7 | 3 | 13 | 13 |
| 7 | 2 | 1 | 1 | 1 | 0 | 1 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 4 | 5 | 2 | 1 | 1 | 0 | 0 |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Name of LEA Bromberg
School Year 19[illegible]

Migrant Education Achievement Information

## CURRENTLY MIGRATORY

Place an asterisk in the grade column for grades where functional level testing was conducted

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST Scribner

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 3 | 25.8 | 30.6 | + 4.8 |
| 3 | 3 | 28.6 | 32.1 | + 3.5 |
| 4 | 6 | 32.2 | 37 | + 5.2 |
| 5 | 2 | 36.3 | 39.9 | + 3.6 |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST IMP

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 4 | 26 | 30.5 | + 4.5 |
| 3 | 4 | 52 | 63 | + 11 |
| 4 | 5 | 51.2 | 60.1 | + 8.8 |
| 5 | 3 | 104 | 117.3 | + 13.3 |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES Texas Teams

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 5 | 10 | 10 | 2 | 2 | 0 | 0 |
| 3 | 4 | 10 | 10 | 0 | 0 | 0 | 0 |
| 4 | 8 | 10 | 10 | 2 | 2 | 0 | 0 |
| 5 | 3 | 10 | 10 | 2 | 2 | 0 | 0 |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Name of LEA
School Year

Migrant Education Achievement Information

## CURRENTLY MIGRATORY

**Place an asterisk in the grade column for grades where functional level testing was conducted**

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | * 9 | 4 | | +3 |
| 3 | * 8 | 11 | 16 | +5 |
| 4 | * 8 | 26 | 28 | +2 |
| 5 | * 4 | 24 | 26 | +2 |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | * 9 | 28 | 31 | +3 |
| 3 | * 8 | 38 | 41 | +3 |
| 4 | * 8 | 43 | 49 | +6 |
| 5 | * 6 | 41 | 50 | +9 |
| 6 | * 3 | 51 | 51 | 0 |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 9 | 21 | 19 | 17 | 9 | 43 | 36 |
| 3 | 8 | 29 | 29 | 36 | 20 | 73 | 54 |
| 4 | | 8 | 8 | 7 | 6 | - | - |
| 5 | | - | 7 | 7 | 6 | 8 | 8 |
| 6 | 3 | | 7 | - | 6 | 8 | 8 |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Name of LEA Hardin
School Year 1989

| Migrant Education Achievement Information |
|---|
| **CURRENTLY MIGRATORY** |
| Place an asterisk in the grade column for grades where functional level testing was conducted |

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST FRI

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 10 | 13.1 | 13.3 | + .2 |
| 3 | 10 | 18.4 | 18.2 | - .2 |
| 4 | 4 | 24.6 | 16.2 | -8.4 |
| 5 | 3 | 37.1 | 34.6 | -2.5 |
| 6 | 1 | 32.3 | 32.2 | -0- |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST IMP

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 10 | 23.2 | 28.7 | + 5.5 |
| 3 | 12 | 27.5 | 33.5 | + 5.0 |
| 4 | 10 | 12.6 | 14.7 | +2.1 |
| 5 | 6 | 32.0 | 35.5 | +3.5 |
| 6 | 2 | 12.5 | 15.5 | +3.0 |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 10 | 3 | 3 | 0 | 0 | 0 | 0 |
| 3 | 12 | 5 | 5 | 0 | 0 | 0 | 0 |
| 4 | 10 | 9 | 9 | 6 | 6 | 5 | 5 |
| 5 | 6 | 9 | 9 | 6 | 6 | 5 | 5 |
| 6 | 2 | 9 | 9 | 6 | 6 | 5 | 5 |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Name of LEA Hysham
School Year 1989

Migrant Education Achievement Information

## CURRENTLY MIGRATORY

Place an asterisk in the grade column for grades where functional level testing was conducted

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 2 | 3.5 | 1.5 | -2.0 |
| 3 | 7 | 7.6 | 8 | + .0 |
| 4 | 5 | 8.4 | 5.6 | -2.8 |
| 5 | 8 | 17.5 | 18.8 | +1.3 |
| 6 | 2 | 39.5 | 37 | -2.5 |
| 7 | 2 | 28 | 29 | +1.0 |
| 8 | 1 | 55 | 57 | +2.0 |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 10 | 37.8 | 43.6 | +5.8 |
| 3 | 8 | 37.4 | 43.0 | +5.6 |
| 4 | 6 | 32.0 | 36.8 | +4.8 |
| 5 | 7 | 42.7 | 48.9 | +6.2 |
| 6 | 2 | 70.5 | 76.0 | +5.5 |
| 7 | 2 | 68.5 | 72.0 | -3.5 |
| 8 | 0 | 0 | 0 | 0 |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 10 | 3 | 3 | 2 | 2 | | |
| 3 | 8 | 5 | 5 | 3 | 3 | 7 | 7 |
| 4 | 5 | 3 | 3 | 2 | 2 | | |
| 5 | 8 | 3 | 3 | 2 | 2 | 8 | 8 |
| 6 | 2 | 3 | 3 | 2 | 2 | | |
| 7 | 3 | 3 | 3 | 2 | 2 | 10 | 10 |
| 8 | 2 | 3 | 3 | 2 | 2 | | |
| 9 | 3 | 5 | 5 | 6 | 6 | 8 | 8 |
| 10 | 1 | | | | | 4 | 4 |
| 11 | 3 | 3 | 3 | 9 | 9 | | |
| 12 | | | | | | | |

Name of LEA Sidney
School Year 1989

Migrant Education Achievement Information

## CURRENTLY MIGRATORY

Place an asterisk in the grade column for grades where functional level testing was conducted

DIRECTIONS: Report all matched raw scores for students receiving migrant program services.

READING TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 9 | 21.1 | 41 | +19.9 |
| 3 | 9 | 32.5 | 45.8 | +13.3 |
| 4 | 6 | 30.5 | 36.5 | + 6.5 |
| 5 | 3 | 44.5 | 60.9 | +16.4 |
| 6 | 3 | 39.1 | 41 | + 1.9 |
| 7 | 11 | 24.2 | 32.4 | + 8.2 |
| 8 | 2 | 14.2 | 25.2 | +11 |
| 9 | 5 | 24.3 | 24.3 | + .0 |
| 10 | 2 | 35.9 | 35.9 | + .0 |
| 11 | | | | |
| 12 | | | | |

MATHEMATICS TEST

| Gr. | Number of Students Pre- and Post-tested | Mean Score Pre-Test | Mean Score Post-Test | Gain or Loss |
|---|---|---|---|---|
| 2 | 9 | 23.1 | 28.1 | + 5 |
| 3 | 9 | 66.2 | 76.9 | +10.7 |
| 4 | 6 | 65.2 | 76 | +10.8 |
| 5 | 3 | 77.7 | 113.7 | +36 |
| 6 | 3 | 73.3 | 104 | +30.7 |
| 7 | 11 | 59.1 | 76.7 | +17.6 |
| 8 | 2 | 45.5 | 79 | +33.5 |
| 9 | 5 | 50.8 | 57.8 | + 7 |
| 10 | 2 | 64.5 | 67.5 | + 3 |
| 11 | | | | |
| 12 | | | | |

TEAMS OBJECTIVES

| Gr. | Number of Students | # of Reading Objectives Attempted | # of Reading Objectives Achieved | # of Writing Objectives Attempted | # of Writing Objectives Achieved | # of Math Objectives Attempted | # of Math Objectives Achieved |
|---|---|---|---|---|---|---|---|
| 2 | 9 | 3 | 3 | 2 | 1 | 4 | 2 |
| 3 | 9 | 3 | 3 | 2 | 1 | 4 | 2 |
| 4 | 7 | 3 | 3 | 2 | 1 | 4 | 3 |
| 5 | 3 | 3 | 3 | 2 | 2 | 5 | 4 |
| 6 | 3 | 3 | 3 | 2 | 2 | 5 | 4 |
| 7 | 11 | 3 | 3 | 2 | 2 | 5 | 4 |
| 8 | 2 | 3 | 3 | 2 | 2 | 5 | 4 |
| 9 | 5 | 3 | 3 | 2 | 2 | 5 | 4 |
| 10 | 2 | 3 | 3 | 2 | 2 | 5 | 4 |
| 11 | | | | | | | |
| 12 | | | | | | | |

# THE P.A.S.S. PROGRAM

P.A.S.S. stands for the Portable Assisted Study Sequence Program. Its purpose is to offer credit deficient secondary migrant students an opportunity to make up credits needed to fulfill graduation requirements by completing a portable study packet. The P.A.S.S. packets are similar to correspondence courses and are completed with the assistance of an outreach teacher, outside of the regular on-site day program. The primary objective of the P.A.S.S. program is to enable migrant students throughout Montana to accumulate credits toward graduation from specially designed competency based courses while they are in our state.

This program is designed to prevent migrant students from dropping out of school by offering alternative methods of credit accumulation for graduation. It is portable, therefore, students may migrate to other cities or states and take the P.A.S.S. materials with them to receive credit after completion. The portable learning packages are designed for independent self-study, thus enabling the migrant students to proceed at their own pace. It provides for individualized instruction either at home, where it encourages parental involvement, or at school, where tutorial services are available for students' success. In Montana, many of our secondary migrant students have traveled with their parents to assist with the summer agricultural activity. Because of this, they are unable to participate in a school-based program. For these students, the P.A.S.S. program provides a very workable alternative. Outreach teachers travel to the students to assist them with the courses; generally contact is made three times a week. The Montana Migrant program has worked cooperatively with the states of California and Washington in the administration of the P.A.S.S. program in the spirit of interstate coordination.

The following courses are offered through the program:

Basic Study Skills
English 1A
English 1B
English IIA
English IIB
Learning Skills
Themes in Literature A
Themes in Literature B
Transitional English
Algebra A
Algebra B
Consumer Math
General Math A
General Math B
Pre-Algebra and Calculator Math
American Government

PASS PROGRAM USAGE IN

1988-89

| | | TOTALS: |
|---|---|---|
| NUMBER OF STUDENTS ENROLLED | | |
| STATUS | | |
| 1 | 45 | |
| 2 | | |
| 3 | 1 | |
| | TOTAL STATUS | 46 |
| ETHNICITY | | |
| Hispanic | 46 | |
| Black | | |
| White | | |
| Asian/American Indian | | |
| | TOTAL ETHNICITY | 46 |
| GRADE | | |
| 9 | 14 | |
| 10 | 11 | |
| 11 | 16 | |
| 12 | 5 | |
| | TOTAL GRADE | 46 |
| GENDER | | |
| Male | 17 | |
| Female | 29 | |
| | TOTAL GENDER | 46 |
| AGE | | |
| 14 | 5 | |
| 15 | 5 | |
| 16 | 15 | |
| 17 | 6 | |
| 18 | 8 | |
| 19 | 5 | |
| 20 | 2 | |
| | TOTAL AGE | 46 |
| NUMBER OF COURSES ENROLLED | 34 | |
| NUMBER OF UNITS COMPLETED | 23 | |
| NUMBER OF SEMESTER CREDITS GRANTED | | |
| NUMBER OF GRADUATES ASSISTED BY PASS | | This information will have to come from homebase state. As a summer only program, we had no graduates. |

## THE UNIVERSITY OF TEXAS SKILLS BUILDING COURSES

1989 marked the beginning of an interstate coordination effort between Texas and Montana designed to better serve at-risk secondary students who travel to Montana during the late spring and early summer months. In March, a letter was sent from Texas Education Agency to local education agencies in the Rio Grande Valley area requesting migrant teachers to meet with pre-identified students who were planning on migrating to Montana. Students who were credit deficient in language arts, math, government, etc., were given the opportunity of enrolling in UT courses and told that while in Montana they could receive individualized assistance with the material.

A close working relationship between sending state counselors and Montana secondary teachers envolved during the program with the assistance of the University of Texas Special Projects staff and the Texas Interstate Office. Initial results indicated that continued collaboration will improve student achievement and graduation statistics.

Courses offered:

Correlated Language Arts IA and IB
Fundamentals of Math IA and IB
U.S. Government
Individual and Family Life
Economics
Pre Algebra IA
English IIA

## INSERVICE TRAINING

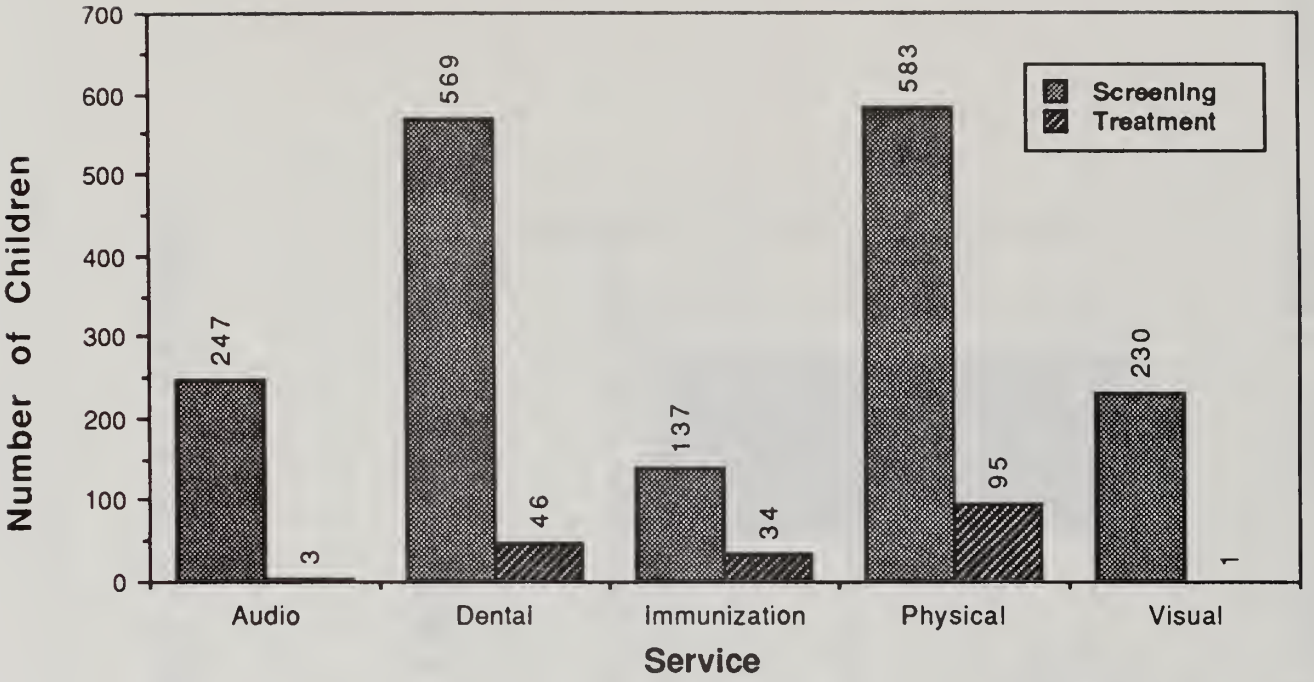
### Montana

The state of Montana normally operates seven summer programs which impact approximately 900 migrant students. The PDC provided technical assistance and training in April to the summer migrant staff. The SEA requested the PDC's assistance in providing training and coordination in conjunction with the University of Texas in the implementation of the T.E.A.M.S. curriculum and skills building courses. A benefit gained through working with the Montana SEA was that an interstate coordination between Wyoming, Montana, and the PDC was accomplished. The state of Wyoming has never requested services. However, after an invitation from the Montana SEA and the PDC, the state of Wyoming sent their migrant education staff to Montana to attend the workshops listed below. Through the six workshops provided, the PDC impacted 24 administrators and 88 teachers from Montana. The workshops were: (Figure 14)

- MINI-CORPS, April 8, 1989, Billings, Montana
- P.A.S.S., April 8, 1989, Billings, Montana
- T.E.A.M.S., April 8, 1989, Billings, Montana
- Whole Language, April 8, 1989, Billings, Montana

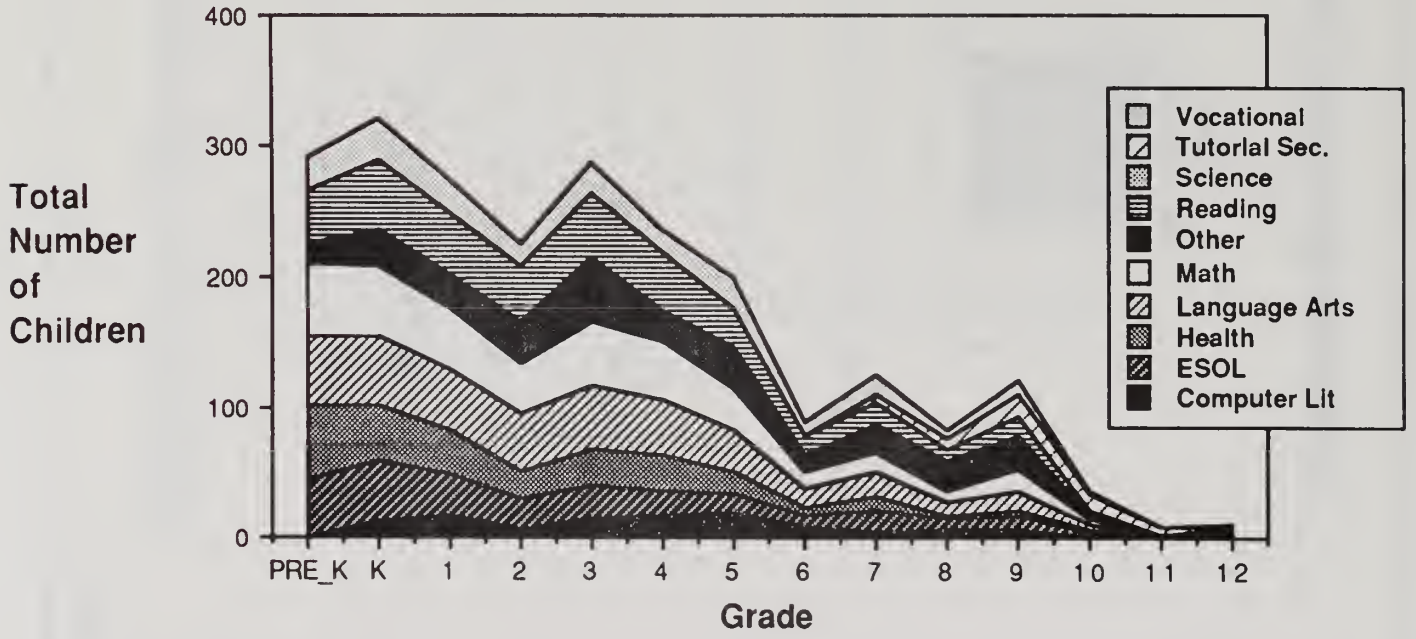
# 1989 Migrant Participation

## Supportive Services




All participating students received audio, dental, physical and visual screenings; those who needed treatment were referred whenever possible.

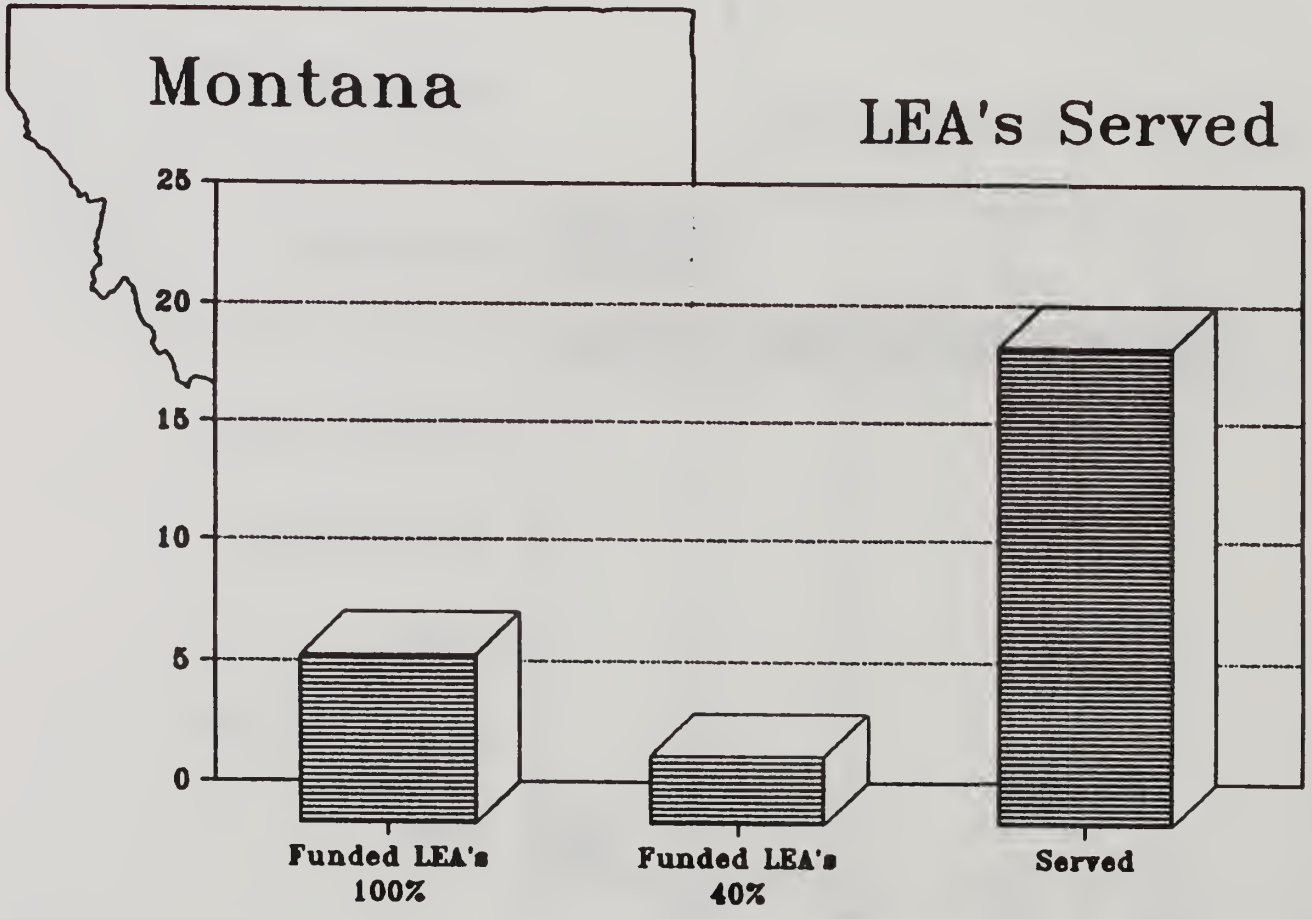
## Instructional Services
## Supplemental Programs




The largest number of students who participated in the program received supplemental math and reading assistance.

Figure 13

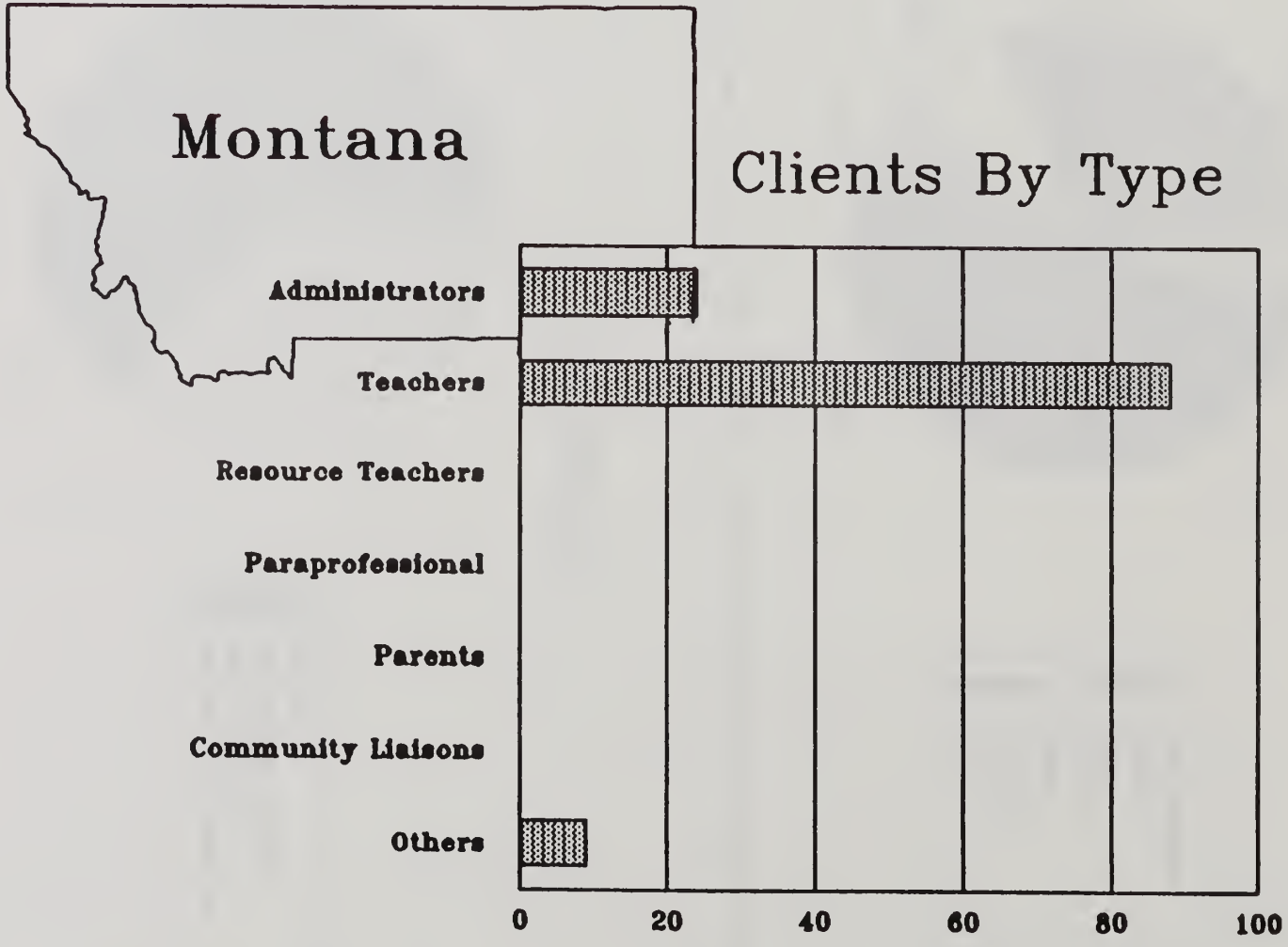
# Western Stream Migrant Education




Combined SEA & PDC Reports Contract Year 1988 – 1989

Figure 14

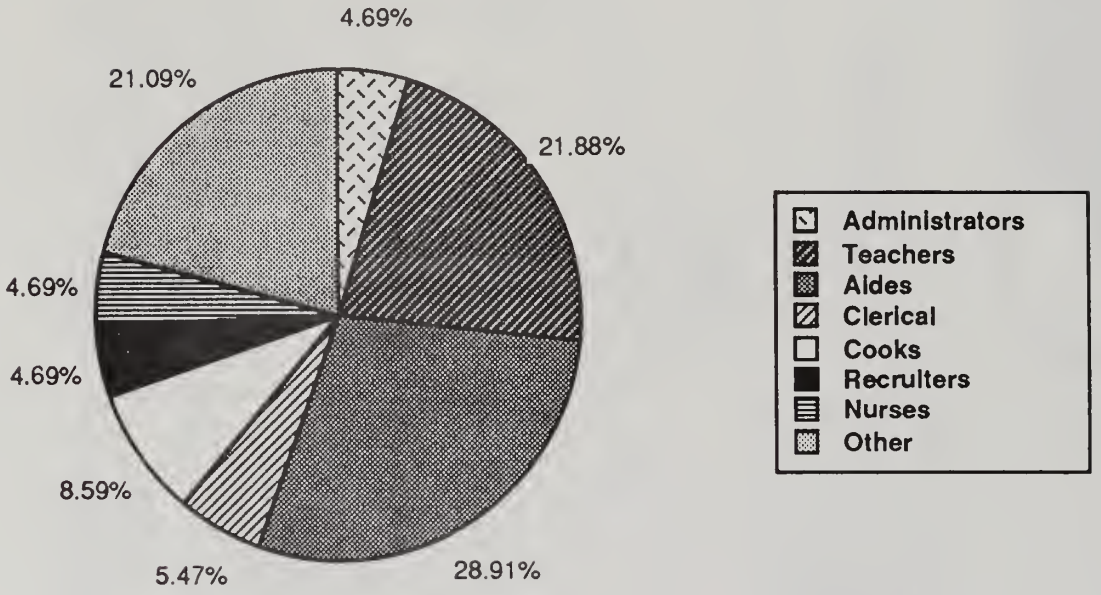
# Western Stream Migrant Education




Contract Year 1988 – 1989

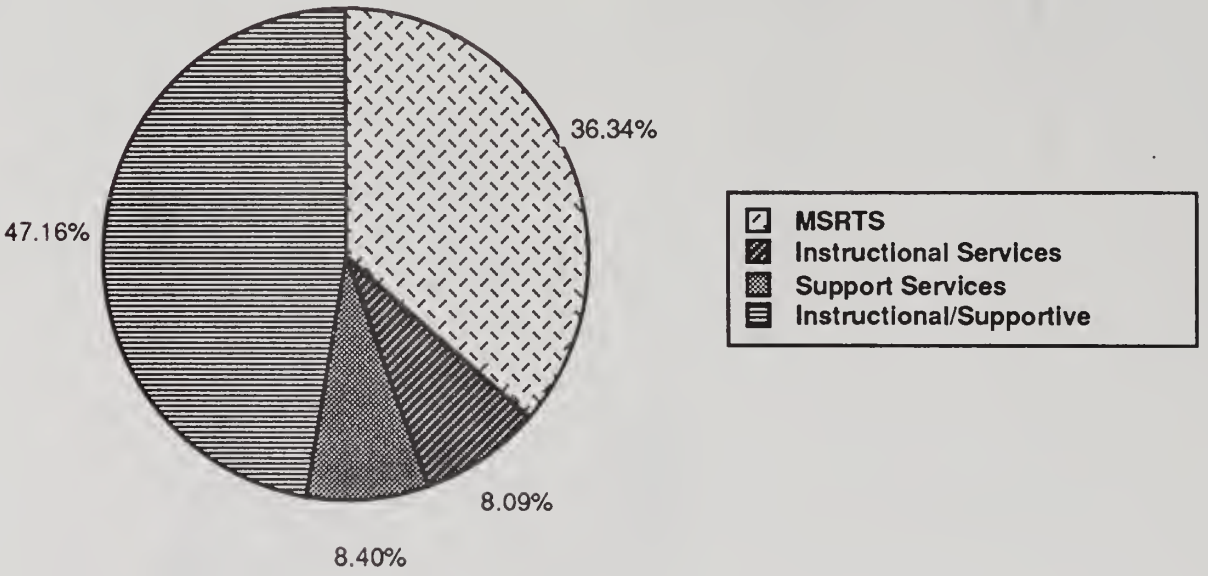
# 1989 Migrant Participation

## Staff



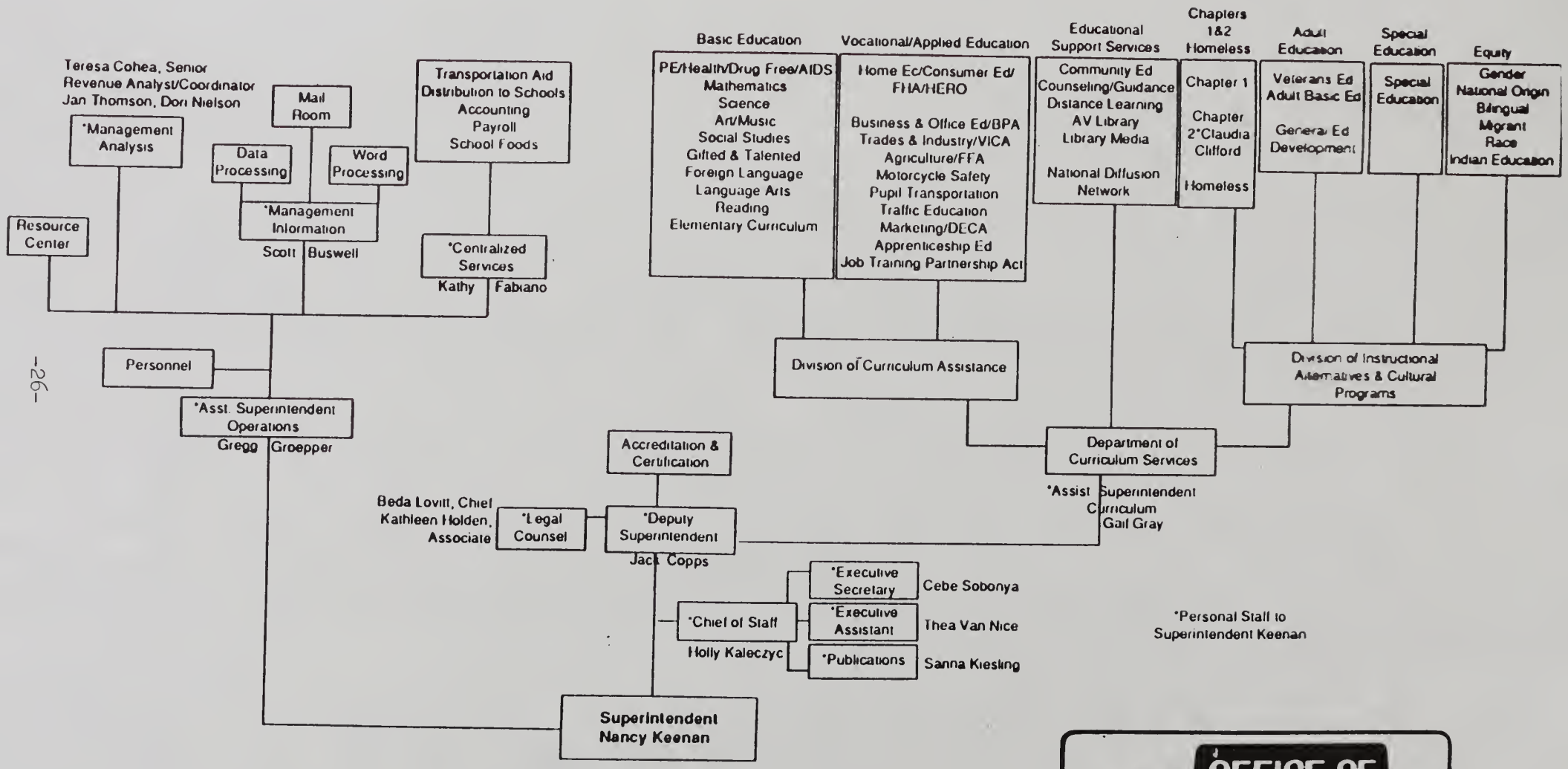

Instructional, General Duty and Bus Aides comprise the largest percentage of staff.

## Enrollment




Over 50% of identified students received instructional and support services.

# Montana Office of Public Instruction
# Organizational Chart




OFFICE OF PUBLIC INSTRUCTION
NANCY KEENAN SUPERINTENDENT